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ABSTRACT

The study described in this report was designed to provide a description of vocational home economics programs in public high schools across the United States, identifying what home economics concepts are being taught to which learners and in what courses such teaching occurred in 1978-1979. On the questionnaire used in the study, 20 topics considered essential by home economics educators were listed for each of the six subject matter areas included in vocational consumer and homemaking programs. Teachers in the 1147 participating schools were asked to indicate in which courses offered in their school each topic was included, providing data on subject matter as well as courses offered. Student enrollment data also was collected. Of the 120 topics considered essential, only 8 percent of nine topics were included in less than 800 of the schools. Forty-nine topics or 41 percent were included in from 800 to 1000 of the schools. More than 1000 schools included each of the remaining 62 topics (or 52 percent). By subject matter areas, food and nutrition topics were included most frequently, followed in descending order by the topics in family relations, clothing and textiles, child development/parenting, consumer education and management, and housing/home furnishing/equipment. From these data, it was determined that vocational consumer and homemaking programs in high schools in the U.S. already include the content deemed necessary. Minor adjustments in the program were recommended to provide critical home economics content for greater numbers of student. (KC)

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THE NATIONAL CENSUS STUDY
of
SECONDARY VOCATIONAL CONSUMER AND
HOMEMAKING PROGRAMS

a final report

By

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CE 030 109

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PREFACE

A vibrant and rapidly changing society places heavy demands upon education to meet the varying needs of individuals and groups within that society. Professionals in each field have the opportunity to guide and direct programs in keeping with those changing needs. The procedures and support for such professional activity vary considerably from field to field. This study is the first and the major project resulting from a voluntary field-based effort to identify and conduct research needed in vocational home economics in order to describe the current status and effectively plan for the future.

An ad hoc research committee, established by the home economics division of the American Vocational Association, first met in May 1978. At that time, the committee was comprised of members representing teachers, supervisors, teacher educators, state staff and USOE staff as well as representatives from the American Home Economics Association and the Home Economics Education Association. Members of the original committee were Martha Lee Blankenship, Colleen Caputo, Billie Chapman, Hazel Crain, Alberta Dobry, Marge Harouff, Ruth Hughes, Mavis Kelley, Bertha King, Joan MacFadden, Helen Nelson, Gwendolyn Newkirk, Lettie Pryor and Elizabeth Simpson. A model was developed for use in determining those immediate and long-range research needs. In lieu of a funding source, procedures were established to encourage and utilize expertise in research from the field and support from institutions and states. Since that time, the committee has expanded, has established subgroups with specific research tasks and has launched a variety of studies in related research activities through its members. At all times, there has been continuing contact with USOE, now the Department of Education, through Bertha King, Educational Program Specialist. Liaison has also been maintained with the National Institute of Education (NIE), particularly with those responsible for the mandated studies on Consumer and Homemaking Education, namely Dr. Henry David and Dr. Gerry Hendrickson.

This study, the "Census Study", is viewed as the cornerstone of the range of data needed. It was designed to provide a description of vocational home economics programs in public schools across the nation.

Specifically, it was designed to identify what home economics concepts are being taught to which learners and in what courses such teaching occurred. Such baseline data will be enhanced by related and supplementary studies currently being conducted. National inference may be drawn from the study. Thus, its findings can be utilized as supplementary and complementary to those of the NIE study. Data obtained in the various studies completed and under way can be related and utilized for the purposes of description and planning in a much more comprehensive manner than can any single study. The data are useful to professionals responsible for programs as well as others in education and government who make decisions regarding those programs. Decisions based upon adequate data are more likely to be effective programmatic decisions than are those based upon single instances or personal response.

The past has provided direction for the future. The first major national study concerning vocational home economics was entitled "Home Economics in Public High Schools, 1938-39", published by the Vocational Division of the USOE. The second national study 20 years later with data from 1958-59 was reported by Buelah I. Coon in the USOE publication "Home Economics in the Public Secondary Schools". Now, 20 years later, this national study is being published. This is not to say that the studies are comparable. It does, however, indicate that considerable time has elapsed between such efforts on a national scale. Procedures now in motion and the extensive involvement of professionals from all aspects of the field can result in continued expansion and renewal of a body of data needed for assessment and planning. The year 2000 is just too far away for another "update"!

Though it is not possible to name all of the persons who have contributed to this and related efforts, it is important to identify the "hand at the helm". Dr. Ruth Hughes assumed the chairmanship of the Ad Hoc Research Committee and the major responsibility of the census study. Through her efforts and the support of Iowa State University, this study has come to fruition. Gratitude is expressed to her and to the other researchers involved in this effort. Further appreciation is expressed to all who participated in the various stages of committee work and in

the conduct of the study including the many teachers who provided the final data. This study presents a long and difficult task and in that struggle has come professional unity, support and self sufficiency that will serve the field well in the future.

Hazel Crain
Vice-President
American Vocational Association
1977-1980

FOREWORD

During the past two decades many societal changes affecting individuals and families have been observed and reported: the increased number of women entering the labor force, the assumption of multiple roles by men and women, energy shortages necessitating conservation of resources, and economic fluctuations requiring increased knowledge of management skills. Traditional family structure has been affected by a sharp increase in divorce rates, single parent households, spouse and child abuse, and school-age parenthood.

For over one hundred years the fundamental goal of home economics education has been the improvement of the quality of life for individuals and families. Home economics educators continually examine their curricula and the needs of the students being served in order to achieve this goal. Today's students are faced not only with complex changes within society, but also with technological advances and attendant environmental concerns. As problems confronting students change, so must home economics continue to change if it is to help these students, as individuals and family members, meet the problems of today and tomorrow and not those of yesterday.

The questions for all those concerned with program development in vocational homemaking ecucation today are these:

> Are home economics teachers preparing secondary students to live constructively as family members in today's society?
>
> Are home economics teachers addressing through secondary programs the priorities mandated in legislation?
>
> Is the content included in current programs consistent with societal changes and technological advances?

Persons within the home economics profession and those who support home economics programs at the local, state and national level are increasingly asking what is being taught today in vocational consumer and homemaking classes. To discover what topics secondary home economics teachers are including in their courses from the six subject matter areas that comprise vocational consumer and homemaking programs, this study was designed to provide nationally representative data about the

content of secondary vocational consumer and homemaking programs for the country as a whole.

It is anticipated that the findings of the census study will provide baseline data for state and local home economics supervisors, and for teacher educators in home economics at colleges and universities for use in program planning, curriculum development and revision. State and local school administrators can use the information for future planning and implementing of programs.

While data analysis provides a nationwide summary of topics included in secondary consumer and homemaking programs and selected demographic information, each participating state and territory will have its own data returned. Although the sample is national and not generalizable within any responding state, the information may be useful for comparison, evaluation and inservice activities.

The National Census Study was accomplished through the cooperation of hundreds of interested and concerned individuals. It would not have been possible to conduct the study, however, without the support and financial assistance of the following.

All participating states contributed by collecting their own data. The Home Economics Division of the American Vocational Association assisted in the funding for data analysis.

Several units of Iowa State University provided assistance. The College of Home Economics released staff time which permitted faculty members to design and carry out various components of the study. The Home Economics Research Institute provided funds for the duplication of materials and postage. Personnel at the Statistical Laboratory and Computer Science Center gave advice and counsel. Preparation of the final report and its dissemination were made possible by the contribution of the Iowa State University Research Foundation, Incorporated.

The following individuals, all faculty members at Iowa State University, provided guidance and direction to the project. Ruth P. Hughes of the Department of Home Economics Education, served as project director. Roy D. Hickman, Professor of Statistics, and Harold D. Baker, Assistant

Professor of Statistics, designed the plan for drawing the national sample from the participating states and gave advice throughout the project. Rex A. Thomas, Professor of Professional Studies in Education, Research and Evaluation, wrote the computer programs used in the analysis of data.

In the Department of Home Economics Education the following staff members were involved. Barbara Rougvie, Instructor, served as project coordinator and helped prepare the final report. Cynthia Taylor, then Research Assistant, assisted with the development of the sampling plan, field testing and revising the questionnaire, and data collection. Barbara Woods, Research Assistant, was responsible for assisting with data coding and the computer programming for the analysis of data. Dorothea W. Gienger, Associate Professor, reviewed the manuscript for the final report.

Many professional home economists in education contributed to the development of different components of the total project. Home economics educators, state supervisors and teachers in Minnesota, New York, North Dakota, South Carolina, Texas, Utah, Virginia, West Virginia, and Wisconsin contributed to the development and refinement of the concepts/topics used in the questionnaire. State supervisors and teachers in Florida, Indiana, Iowa, Ohio, and Washington provided assistance in the preparation and revision of the instrument used to collect data. State supervisors in each participating state supplied program data used for drawing the sample of schools, collected the data, and forwarded the information to Iowa State University for analysis.

The assistance of each of these individuals was a valued contribution to the completion of the project. Special acknowledgement is extended to the administrators who encouraged their staff members to participate. And sincere appreciation is given to the secondary vocational consumer and homemaking teachers who cooperated by completing and returning the survey questionnaire.

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INTRODUCTION

Vocational consumer and homemaking programs in the public secondary schools reflect a century of growth and development in the broad field of home economics. Beginning in the late 19th century programs in domestic science and household arts were established to develop housekeeping skills necessary for women to accomplish the work of the home, then a producing unit. Major problems of the home were seen as efficiency, health, and economy and how these were solved affected the well-being of families. Later programs evolved with the emphasis centered upon families and the improvement of the quality of family life. As families had become consuming units the focus was on developing and utilizing human and material resources. Today, after 100 years, what is the state of vocational consumer and homemaking programs?

Federal legislation, from the Smith-Hughes Act in 1917 to the Education Amendments of 1976, Title II, has both guided the direction of homemaking programs and reflected the concerns of professional home economists and society as a whole. Among the purposes stipulated for vocational consumer and homemaking programs by the 1976 legislation were (1) to encourage participation of both males and females to prepare for combining the dual role of homemaker and wage earner, (2) to prepare males and females to enter the work of the home, (3) to give greater consideration to economic, social, and cultural conditions, and (4) to emphasize consumer education, management of resources, promotion of nutritional knowledge and food use, and the promotion of parenthood education in order to meet current societal needs.

Are vocational consumer and homemaking programs achieving these purposes? Are there differences between what is believed should be taught and what is taught? To answer these questions there was a need for nationally representative data concerning the content of vocational consumer and homemaking programs in the secondary schools. Although useful data are available now in the respective states and in USOE, and although the NIE studies are designed to address compliance and effectiveness, there is a void in current national representative data.

Beulah Coon, Specialist in Research, Home Economics Education, U.S. Department of Health, Education and Welfare conducted the last national survey of homemaking programs in 1959.[1] The purpose of that study was to secure information about the availability of home economics in the public secondary schools, the nature of the programs, and the proportion of students having instruction. These data were considered pertinent for use as one basis for evaluating home economics programs. The author concluded that the returns provided an accurate picture of home economics in public secondary schools in the United States and designated geographical regions.

Coon's study updated the findings of the study entitled, Home Economics in Public High Schools, 1938-39[2] published by the U.S. Office of Education. Reports of both these studies are now out of print.

In the 20 years since the Coon study there have been many program changes. Shifts in emphasis within the U.S. Office of Education, however, have resulted in less research in the area of consumer and homemaking education. In order to obtain current data on the content of vocational consumer and homemaking programs in secondary schools, a national census was considered appropriate for use. The scope of the census study was limited by the resources available and the limitations placed on researchers. To illustrate; the amount of information requested was limited and approval procedures within states were complex. Thus the study could not be as comprehensive as the Coon study, yet the National Census Study does provide an update of information pertinent to current vocational consumer and homemaking programs in the United States.

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[1] Coon, Beulah. Home Economics in the Public Secondary Schools - A Report of a National Study. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1962.

[2] Home Economics in Public High Schools, 1938-39. Vocational Division Bulletin No. 213. Washington, D.C.: Office of Education, 1941.

PURPOSE OF THE STUDY

The purposes of the National Census Study were to identify what is taught and who is served by vocational consumer and homemaking programs in the secondary schools (grades 9 through 12) across the country. Only consumer and homemaking programs were included, not occupational.

Lists of topics considered essential by vocational home economics teachers were developed for each of the six subject matter areas included in vocational consumer and homemaking classes, i.e., food and nutrition, textiles and clothing, child development/parenting, consumer education and management, family relations, and housing/home furnishing/equipment. Teachers were asked to indicate in which subject matter course or unit in a comprehensive course and/or in FHA chapter activities each topic was included. Subject matter courses were identified by their respective USOE taxonomy code numbers. (See Appendix, pp. 62-69.)

Participating teachers were asked to supply enrollment figures for males and females in each subject matter area, identified by the USOE taxonomy code number, offered in their schools. In addition respondents reported the number of vocational consumer and homemaking teachers in each school and the number of years of teaching experience for each.

The study complements and supplements the responsiveness and effectiveness studies of consumer and homemaking education programs currently being conducted by the National Institute of Education. It provides baseline data for use in designing further studies.

PROCEDURES

Overview

Initial plans for the National Census Study were made in May, 1978, by the ad hoc research committee of the Home Economics Division, American Vocational Association. At AVA in Dallas, discussions were held with state supervisors of home economics to explain the process, to request support, and to solicit suggestions. A preview of the study was presented for informal approval at the spring meeting of the State Directors of Vocational Education by the President of the National Association of State Supervisors of Vocational Home Economics.

At its spring 1979 meeting, the ad hoc committee established guidelines that defined the scope of the study and the procedures to be followed. These included:

1. All states and territories were to be invited to participate and requested to meet the costs involved in collecting data in their own state/territory.
2. A subcommittee of the ad hoc research committee was appointed to coordinate development of lists of topics for each of the six areas addressed by vocational consumer and homemaking programs; the topics would form the body of the questionnaire used to collect data on what is taught in consumer and homemaking programs.
3. Iowa State University was requested to take responsibility for planning the details of the study including preparation of the questionnaire, the sampling plan, data collection, data analysis, and writing the final report.

Topics Development

Following initial plans made in 1978 and formalized in 1979, subgroups identified the subject matter content which should be included in the study. The discussion initially was whether to make the lists in the form of objectives, concepts, or topics. Eventually the list

was identified as concepts/topics but the final product is more appropriately "Topics", the terminology used in this report.

The subgroups which worked on the various content areas included home economics educators from Minnesota, New York, North Dakota, South Carolina, Texas, Utah, Virginia, West Virginia and Wisconsin. The group included state supervisors, teachers, and teacher educators in the states identified. Although the procedures used by the different groups varied somewhat they were essentially as described below.

Each subgroup identified a list of concepts/topics for each of six content areas; the concepts/topics on each list were ranked by teachers in the respective states. The lists were then revised by the teacher educators and again evaluated by teachers active in the field. At that time the teachers were asked to indicate the importance of each concept by checking that the concept was either essential, somewhat essential, or not essential. Items ranked either somewhat essential or not essential were eliminated from the list of concepts. The final list for each of the six content areas included 20 concepts/topics.

In the initial identification of concepts/topics, the educators used the publication Competencies for Home Economics Teachers,[3] which includes content identified as necessary for preparation of secondary home economics teachers. Although the competencies were at the college level, they were appropriate for identification of basic content. In addition, the home economics educators used curriculum guides from the respective states and a variety of research data available in the states and regions.

Questionnaire Development

Using the list of topics for each of the six areas included in vocational consumer and homemaking programs, a draft form of the questionnaire was completed in summer 1979. Copies were sent to state supervisors

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[3]Home Economics Teacher Educators. Competencies for Home Economics Teachers. Ames, Iowa: The Iowa State University Press, 1978.

of home economics in Florida, Indiana, Iowa, Ohio, and Washington. Supervisors were asked to pilot test the device with several teachers in their respective states and to forward comments and suggestions to ISU. Of particular interest were types of demographic information that could be requested on the questionnaire, clarity of directions, length of time necessary to respond to the instrument, and any need for explanation of topics listed. In addition, the child development/parent education list was pilot tested with a random sample of secondary vocational consumer and homemaking teachers in Iowa.

After the questionnaire was revised to incorporate the suggestions and comments given by these home economics teachers and supervisors, it was resubmitted for approval. Project staff sought reactions to these revisions from the state supervisors by telephone. Small groups of vocational consumer and homemaking teachers in two states were asked to respond to the revised questionnaire and to react to the completeness of the information on the cover page, clarity of instruction, availability of demographic information, and time required to complete the instrument.

As a result of the pilot testing and based upon recommendations of the state supervisors, both the checking of topics taught and the enrollment figures for males and females requested on the last page of the instrument were for the 1978-79 school year. A "duplicated" count was acceptable, i.e., a student enrolled in more than one consumer and homemaking class per term would be counted more than once. Minor changes were made in the directions for completing the instrument and the final revision of the questionnaire was prepared for distribution to supervisors in participating states. (See Appendix, pp. 62-69.)

Sampling Plan

The population for the study consisted of all public schools in participating states offering courses in vocational consumer and homemaking in grades 9-12. A nationwide sample of about 2000 schools was desired with the restriction that no state sample exceed 75 schools. Since the number of eligible schools per state varied approximately

from 1300 to 50, it was not possible to satisfy both criteria and maintain a single over-all uniform sampling rate (or, equivalently, sample each state in proportion to its number of schools). Instead, different sampling rates were set in the different states in accordance with the following general guidelines:

1. The sample was to be selected in a systematic matter; therefore, for convenience, only integral sampling intervals were allowed. That is, when expressed in the form 1 out of k, the sampling rate was set so that k was an integer.
2. The rate for the largest state (in terms of number of eligible schools) was set to yield about 75 sample schools (actually 79). With the states arranged in descending order by size, the rates were gradually increased. With few exceptions, each state was assigned the largest rate possible, under the restrict in 1, that would not result in a sample size larger than the preceding (larger) states on the list. The exceptions were necessary to allow the rates to increase rapidly enough to yield a total sample size near the desired 2000. The rates ranged from 1 out of 17 for the largest state up to 1 out of 3 in several of the smaller states.

As stated previously, sampling within states was to be done systematically. That is, with the schools ordered in some manner and a sampling rate of 1 out of k, a number between 1 and k was selected at random. The school corresponding to this number and every k^{th} school thereafter was selected in the sample. This sampling procedure gives every school on the list an equal chance of being selected. If the list is in an order that can be considered to be random with respect to the variables under study, the systematic sampling procedure can be considered the equivalent of a simple random sample. If the list is ordered with respect to some variable that is correlated with the variables under study, systematic selection can usually safely be considered to be more efficient than simple random samples. For this reason, on the assumption that school size in terms of enrollment in the vocational consumer and homemaking programs would be correlated with the variables of interest, the schools were

ordered by size whenever possible before sampling. Such ordering assured that the resulting sample would be spread over the range of school sizes and other variables correlated with size.

Since sampling was independent within each state, the states are strata. The sample can be described as a stratified sample with systematic selection within strata, but with varying sampling rates. Estimates of population means and totals can be obtained as follows:
Let

N_h = the number of schools in the universe from the h^{th} stratum

$N = \sum_h N_h$ = the total number of schools in the universe

n_h = sample size in h^{th} stratum

k_h = systematic sampling interval, h^{th} stratum

$\frac{n_h}{N_h} = \frac{1}{k_n}$ = sampling rate, h^{th} stratum

y_{hi} = characteristic of the i^{th} school, h^{th} stratum .

Then to estimate a stratum total for the y characteristic:

$$\hat{Y}_h = k_h \sum_{i=1}^{n_h} y_{hi} \quad .$$

A national total can be estimated by simply adding up the stratum totals

$$\hat{Y} = \sum_h \hat{Y}_h \quad .$$

To estimate the mean per school within the h^{th} stratum, simply compute the sample mean.

$$\bar{y}_h = \frac{1}{n_h} \sum_{i=1}^{n_h} y_{hi} \quad .$$

But to estimate a national mean, it is necessary to use a weighted average

of the stratum means, the weights being the relative stratum sizes. Thus,

$$\bar{y} = \Sigma \frac{N_h}{N} \bar{y}_h \quad .$$

Sample sizes for the 48 states and territories that originally agreed to participate in the study ranged from 8 to 79 schools for states and from 4 to 52 schools for territories. Table 1 illustrates the frequency of sample size for states and territories in the sampling plan.

Table 1. Frequency of sample sizes for states/territories

Sample Size	Frequency	Sample Size	Frequency
0-10	2	41-45	5
11-15	2	46-50	6
16-20	4	51-55	2
21-25	3	56-60	4
26-30	5	61-65	3
31-35	2	66-70	3
36-40	4	71 and over	3

NOTE: n = 48.

Using the assigned sampling rates established in the sampling plan, a simple random sample was drawn for 17 states as enrollment figures for vocational consumer and homemaking programs for individual schools in these states were not available. Schools were ordered alphabetically by county, district or city before the sample was drawn. Thirty states and territories provided enrollment data for vocational consumer and homemaking programs within each school and these schools were ordered by size before the sample was drawn. All schools (4) were included in the sample for a small participating territory.

Data Collection

All 57 states and territories were invited to participate in the National Census Study. In June 1979 a letter was sent to the Chief State School Officer, the Director of Vocational Education, and the State Supervisor of Vocational Consumer and Homemaking programs in each state and territory to introduce the study and to request voluntary participation.

Addressed in the letter were sponsorship of the study, the purposes, and the proposed uses of data. Procedures were presented as a Calendar of Events that provided in detail the responsibilities and contributions solicited from a participating state. States which agreed to participate were asked:

1. to forward to Iowa State University vocational consumer and homemaking program information for determining a national sampling plan and drawing individual state samples,
2. to duplicate a questionnaire and cover letter for each school in the state sample,
3. to mail the questionnaires to the sample schools and follow-up nonrespondents, and
4. to collect the completed questionnaires and return to ISU.

Those states willing to assist in the study were asked to send the vocational consumer and homemaking program data to ISU by August 1979. Specifically, this information included

1. names and total number of districts, or counties, or whatever unit was utilized in the state, in which consumer and homemaking programs were offered, rank ordered by enrollment from largest to smallest;
2. names of high schools and junior high schools (grades 9-12) within each state unit with programs categorized as vocational consumer and homemaking;
3. the total vocational consumer and homemaking program enrollment (either duplicated or unduplicated) for each high school and ninth grade of junior high school; and

4. the total vocational consumer and homemaking enrollment for the state, either duplicated or unduplicated.

Collection of these data was necessary to obtain consistency in the sampling procedure across states and territories in order to be able to make valid generalizations of the findings. The Sample Survey section of the Statistical Laboratory at ISU utilized these data in determining the national sampling plan and in drawing the sample for each individual state. (See Sampling Plan.)

As information on programs was received, letters of acknowledgment were mailed to the states by the project staff. States were informed when further materials would be sent, and were thanked for cooperating in the study. In some instances telephone calls were made to state supervisors to clarify the information provided.

A follow up letter was sent in October 1979 to all state supervisors who had not responded to the initial communication. All of the information contained in the first correspondence was repeated, and supervisors were told they would be contacted by telephone the following week. The telephone contacts made by project staff members permitted questions to be answered concerning details of the study and misconceptions to be clarified. From those state supervisors who indicated their states would assist in the study, program information necessary to complete the national sampling plan was obtained during the telephone conversation. State supervisors were asked to send the additional program data necessary for drawing the state sample as soon as possible.

As a result of the initial communication inviting states to participate in the census study and subsequent follow up contacts, 42 states responded positively. In two additional states where the state supervisors were unable to assist for various reasons, the state home economics teachers' association volunteered to fulfill the requirements of the project. Staff members in home economics education departments at state universities in four other states conducted the data collection for their respective states.

Collection of data began in November 1979. A letter of instruction was sent to each state supervisor (or other sponsoring group) who had

agreed to participate and had supplied the necessary information for drawing a sample for their state. Enclosed were a copy of the survey questionnaire, a suggested cover letter, and the list of schools that fell in the state's sample. A postcard was included to be returned to ISU by the state supervisor indicating the materials had been received. It was requested that one copy of the questionnaire be duplicated for each school in the state's sample plus a few extra for follow up purposes.

The cover letter was a suggested format for the supervisors to use or to revise as they deemed appropriate for the teachers in their states. It was recommended that the letter be retyped and duplicated on official letterhead. Supervisors were asked to mail a questionnaire and cover letter to each school in the sample and follow up nonrespondents. Completed questionnaires were returned to the state supervisors and were then forwarded to ISU for data analysis. Receipt of the questionnaires was acknowledged by project staff and appreciation expressed for the time and effort expended by the supervisor in assisting in the study.

Data Analysis

In this study, completed questionnaires were received at intervals from participating states. Information from each questionnaire was keypunched on cards, with 22 cards needed for each transfer. This set of 22 cards constituted one case. The questionnaires were coded with an eight digit identification number that would provide systematic interpretation by the researchers.

Two computer programs were written to facilitate the analysis of the data gathered for the study of secondary vocational consumer and homemaking programs. The computer programs needed to manipulate the data were (1) one that would edit the information taken from cards and (2) one that would compile the information once stored on tape.

The edit program was designed to take information from cards, verify the information, and if correct, store on tape. Given that cards could be missing from any of the cases, the edit program provided a check. When cards were found to be missing from a case the program would instruct the computer to print a message that gave the card's identifica-

tion number and the number(s) for the missing card(s). In the event that there were missing cards from a case, that case would not be stored on tape. After the nonstored cases were corrected by the programmer, they were sent through the original process of transferring information from cards to tape.

Since the purpose of the edit program was that of checking and storing information, it was necessary that a second program be used to analyze the information once stored on tape. The researchers were interested in courses (identified by USOE taxonomy numbers) and subject matter topics being taught for the entire sample and summaries such as enrollment of males and females by specified USOE categories and numbers of teachers in the schools.

The analysis program kept accounts under each area of concern through the use of counters which were built into the program. The counters were assigned labels. At any point information pertinent to a label was encountered, the amount was added to that particular counter. Upon the encounter of the end of data statement, the analysis program was completed and a printout in tabular form was available.

FINDINGS AND DISCUSSION

Findings from the data are presented in four sections: (1) a description of the sample, (2) subject matter topics included in vocational consumer and homemaking classes by taxonomy category and in FHA activities, (3) a description of vocational homemaking teachers, and (4) enrollment of homemaking students by taxonomy category.

Final Sample

Included in the final sample were 1662 schools in 41 states and territories. This number was less than the 2000 schools originally desired because six states and one territory included in the sampling plan were unable to complete the study. Although 11 states did not participate in the study, the researchers considered the data to be representative of the nation as a whole. As an inspection of Table 2 indicates, all geographic regions in the United States were represented. Large and small states, both in terms of area and density of population, were included. States designated as industrialized and as rural participated. However, the degree to which the data reflect vocational consumer and homemaking programs nationwide is left to the readers' interpretation.

A list of the 41 states and territories that completed the study, the sample size and the percentage of questionnaires returned in each state are shown in Table 2. Of the 1662 questionnaires distributed, 1186 or 71% were returned. Percentage of returns from individual states ranged from 24% to 100%. Usable data were obtained from 1147 questionnaires or 69% of the total sample, and the findings are reported on the basis of these returns.

The participation rate of 73% for states, and the response rate of 71% for schools included in the sample for this study is considerably lower than the 92% response rate for schools obtained in the Coon study. There are several possible reasons for this lower proportion of returns. Questionnaires in the Coon study were mailed directly to the schools drawn in the nationwide sample. At the time follow up letters were sent to nonresponding schools, state supervisors of home economics in

Table 2. Sample size for participating states and territories and percentage returned

State	No. in Sample	% Returned	State	No. in Sample	% Returned
Alabama	54	81%	Montana	23	61%
Alaska	23	48%	Nebraska	38	84%
Arkansas	45	100%	New Mexico	21	52%
California	76	57%	New York	76	36%
Colorado	26	100%	North Dakota	28	79%
Connecticut	40	55%	Ohio	67	87%
Florida	42	52%	Oklahoma	47	94%
Georgia	57	88%	Oregon	39	77%
Hawaii	8	100%	South Dakota	28	96%
Idaho	27	63%	Tennessee	52	96%
Illinois	48	60%	Texas	79	43%
Indiana	46	98%	Utah	29	24%
Iowa	30	77%	Vermont	19	79%
Kansas	35	60%	Virginia	55	29%
Kentucky	46	78%	Washington	52	96%
Louisiana	62	56%	West Virginia	36	86%
Maine	20	100%	Wisconsin	38	95%
Michigan	62	79%	Wyoming	19	68%
Minnesota	43	86%	American Samoa	4	100%
Mississippi	47	79%	District of Columbia	15	73%
Missouri	60	57%			
		TOTAL	41 = 73%	1662	71%

NOTE. Of the 71% returned, 97% were usable.

each state were notified and asked to contact the principal of each non-responding school to encourage participation.

National Census Study questionnaires could not be disseminated in any state until permission was granted by administrators either in the office of the chief state administrator or of the state director of vocational education in each state. In some states this permission was not granted. In other states permission was granted, but state supervisors did not have the staff or resources available to distribute the questionnaires and/or send follow up letters to those not responding to the initial communication. Six states and one territory were unable to complete the study for the latter reason.

Subject Matter Topics

In Tables 3 through 8 the taxonomy categories are those instructional programs in vocational consumer and homemaking identified by taxonomy code numbers in the book Vocational Education and Occupations published by the U.S. Office of Education. By definition Comprehensive Homemaking, 09.0101, includes instruction in a combination of the various areas of homemaking emphasizing basic principles and the interrelationship among these areas. Categories 09.0102 through 09.0109 are those emphasizing content in one specified subject matter area, while 09.0199 - Other includes other organized subject matter pertinent to homemaking not classifiable in one of the previous categories.

Within each of the taxonomy categories, programs may be offered in a sequential series. For example, comprehensive homemaking is often offered as Homemaking I, II, and III; food and nutrition may be beginning or advanced, or I and II. No attempt was made in this study to account for these differences within the categories.

The figures in each category column indicate the number of schools in the sample that included a given topic in that category. For example, the first topic in Table 3, "Family planning decisions," was included in comprehensive homemaking classes in 525 schools, in child development classes in 511 schools and so on. In many instances a

topic was included in more than one category in a school.

The number of schools including each topic in FHA activities appears in the column titled Future Homemakers of America Activities. Of the schools in the sample 557 or 49% indicated some subject matter topics were included in FHA activities.

In the last column, labeled Number of Schools Including Topic, a summary is provided. The reader can determine the total number of schools in the sample in which the topic was taught. In the example given previously, "Family planning decisions" was taught in 1024 of the 1147 schools included in the final sample.

Within the double lines across the bottom of the table a figure is found under each category. This figure indicates the number of schools participating in this study that offered classes in each specified category. For example, 860 schools reported teaching courses in the category Comprehensive Homemaking (01).

Child development/parenting topics

Child development/parenting topics included in vocational consumer and homemaking classes by the teachers participating in this study are summarized in Table 3. Although one combined list of topics relating to child development/parenting was included in the survey questionnaire, not all parenting topics were taught in the context of child development classes or units in related classes such as family relations. "Parenting" or "Parent Education" were titles listed by the teachers for classes they included in the category 99-Other. (See discussion under category 99-Other on page 43.)

The 20 child development/parenting topics listed on the survey instrument were taught most frequently in the taxonomy categories comprehensive homemaking (01), child development (02) and family relations (06).

Comprehensive homemaking (01) classes were offered in 860 schools participating in this study. Over 600 of these schools included in this category the child development/parenting topics roles and responsibilities of parents, physical growth and development, health and nutrition of children, and safety and first aid. The child development topics taught less

often in this category were family support services in 283 schools and child support services and legislation in 211 schools.

Courses were scheduled in 631 schools in the taxonomy category child development (02). In these classes over 600 of the schools included physical growth and development, social-psychological development, intellectual development, health and nutrition of children and child rearing practices. The three topics taught less often in the child development category were environmental consideration of parenting in 425 schools, family support services in 450 schools and child support services and legislation in 454 schools. However, all 20 child development/parenting topics were presented in at least two-thirds of the child development classes.

Family planning decisions, emotional consideration of parenting, and roles and responsibilities of parents were the three topics included most frequently in courses in family relations (06) offered in 698 schools. While over 600 schools reported teaching these three topics, items related to actual care of children were less likely to be included in family relations. For example, less than 300 schools included creative expression development, health and nutrition of children, and children with special needs and less than 200 schools included safety and first aid.

As stated earlier, child development/parenting topics were most frequently taught in the three taxonomy categories 01-comprehensive, 02-child development, and 06-family relations. Selected topics, however, were taught in categories where they are closely related to other specific subject matter content. For example, one-half of the schools offering food and nutrition classes (07) included the topics maternal health and nutrition and health and nutrition of children in this category. Environmental consideration of parenting, e.g., neighborhood was the child development topic included most often in the category housing (09). In the category consumer education (04) over one-third of 409 classes included the topic financial consideration of parenting.

Topics most frequently included in the 97 schools teaching courses in the category family health (05) were family planning decisions in

Table 3. Number of schools including child development/parenting topics by taxonomy category

Topics	Taxonomy Category			
	01[a] Comprehensive Homemaking	02 Child Development	03 Clothing and Textiles	04 Consumer Education
Family planning decisions	525	511	47	119
Financial consideration of parenting	478	569	29	158
Emotional consideration of parenting	472	577	7	31
Environmental consideration of parenting	369	454	6	59
Roles and responsibilities of parents	603	596	18	57
Reproduction	461	563	2	12
Maternal health and nutrition	518	572	2	15
Birth of the baby	394	585	1	10
Physical growth and development	621	622	15	7
Social-psychological development	563	618	16	11
Intellectual development	526	617	9	12
Creative expression development	456	592	62	11
Health and nutrition of children	607	620	3	24
Safety and first aid	611	518	66	35
Child-rearing practices	489	606	9	5
Children with special needs	315	576	15	8
Child abuse	448	587	2	10
Family support services	283	450	5	40
Child support services and legislation	211	425	2	27
Child care services	377	563	2	25
Number of schools offering courses	860	631	732	409

[a]USOE taxonomy code number last two digits - 09.0101.

[b]n = 1147.

Taxonomy Category						Future Homemakers of America Activities	Total Number of Schools Including Topic[b]
05 Family Health	06 Family Relations	07 Food and Nutrition	08 Home Management	09 Housing, Home Furnishing and Equipment	99 Other		
50	639	86	43	75	95	234	1024
28	595	50	34	48	97	110	1036
33	620	17	17	12	88	155	1018
29	446	10	32	180	69	78	901
29	634	44	33	17	99	203	1073
48	545	24	8	0	78	105	1009
57	409	327	9	1	74	180	1037
37	449	9	7	1	70	83	989
47	353	110	8	4	81	79	1070
37	384	23	[illegible]	16	88	73	1031
28	324	28	7	7	76	63	1011
15	262	46	14	39	53	107	954
52	254	377	19	3	72	146	1067
67	199	191	38	55	73	95	996
17	423	47	9	5	75	72	1005
35	271	46	15	18	53	158	892
42	485	26	9	1	83	269	1009
34	451	40	21	9	69	138	863
22	307	14	10	3	47	87	727
25	316	13	11	3	60	151	923
97	698	766	153	548	445		

52% of the classes, and safety and first aid in 69% of the classes. Two related topics maternal health and nutrition and health and nutrition of children were included in 59% and 54% of these classes respectively.

The three child development topics most frequently used for FHA Club activities were child abuse in 269 schools, family planning decisions in 234 schools, and roles and responsibilities of parents in 203 schools.

An inspection of the last column, Number of Schools Including Topic indicates that the three child development topics taught in the most schools were roles and responsibilities of parents in 1073 schools, physical growth and development in 1070 schools, and health and nutrition of children in 1067 schools. Two topics, family support services and child support services and legislation, were taught less frequently, in 963 and 727 schools respectively.

Of these 20 child development/parenting topics, family support services and child support services and legislation were taught in the least number of schools. The increased incidence of reported child abuse, teenage pregnancy and single parent households would seem to indicate that these topics need to be addressed in secondary programs. For example, family support services might be a topic for discussion within the context of roles and responsibilities of parents. Child support services and legislation might become a student report given in conjunction with the topics children with special needs or child abuse.

It is possible that within participating states a wide variety of agencies, each with a specific area of interest and differing policies, are involved in family and child support programs. Inservice activities for vocational consumer and homemaking teachers that clarify the role and specific services available from each of these agencies would perhaps be beneficial.

Clothing and textiles topics

Table 4 presents a summary of the clothing and textile topics included by participating schools in vocational consumer and homemaking

programs. These topics were taught most frequently in the taxonomy categories comprehensive homemaking (01) and clothing and textiles (03).

In the taxonomy category clothing and textiles (03), 732 schools offered courses. Six clothing and textiles topics were included in more than 700 , 96%, of these classes: construction skills (733 schools), pattern alteration and fitting (720 schools), pride in workmanship (713 schools), fabric construction (709 schools), planning and selection of clothing (707 schools), and label information (704 schools). Two topics fiber characteristics and fabric finishes were included in 696 and 698 schools respectively. Of the remaining clothing and textile topics ten were included in this category in at least 84% of the schools. The two clothing and textile topics taught less often in this category were special clothing requirements for individuals in 420 schools and resource use in clothing decisions in 494 schools.

Seven of the 20 clothing and textiles topics were taught in more than 95% of the schools in the category comprehensive homemaking (01). Selection, use and care of equipment and care of apparel were included in 726 and 739 schools respectively. Pride in workmanship was included in this category by 746 schools, while 748 and 750 schools taught the topics label information and planning and selection of clothing. Of the 860 schools offering comprehensive homemaking classes (01), 774 provided instruction in construction skills and 791 included the topic personal appearance. The two topics presented less frequently in the category clothing and textiles (03) were also included less frequently in this category: special clothing requirements for individuals, e.g., children, handicapped and aged, in 313 schools, and resource use in clothing decisions in 369 schools.

In the category child development (02), however, the clothing and textile topic taught most often, in 297 schools (about 50%), was special clothing requirements for individuals, e.g., children, handicapped and aged. This topic may indeed be most meaningful when addressed in combination with a study of the individuals under consideration: clothing for children in child development classes, or clothing for the handicapped in parenting or family relations classes. The two topics from

Table 4. Number of schools including clothing and textile topics by taxonomy category

Topics	Taxonomy Category			
	01[a]	02	03	04
	Comprehensive Homemaking	Child Development	Clothing and Textiles	Consumer Education
Functions of clothing	668	139	627	130
Social, psychological, cultural and environmental aspects of clothing	575	85	632	87
Value, interest and attitude expression through clothing	621	63	642	83
Planning and selection of clothing	750	106	707	155
Care of apparel	739	48	675	127
Color, line and design	708	12	684	36
Personal appearance	791	59	610	56
Fiber characteristics	602	21	696	76
Fabric construction	644	23	709	68
Fabric finishes	593	26	698	95
Label information	748	73	704	250
Evaluation of apparel quality	625	47	668	190
Alterations and remodeling	420	15	640	44
Selection, use and care of equipment	726	13	662	126
Pattern alteration and fitting	655	7	720	15
Construction skills	774	8	733	21
Pride in workmanship	746	23	713	57
Fashion and the marketplace	440	6	615	135
Special clothing requirements for individuals	313	27	420	55
Resource use in clothing decisions	369	46	494	117
Number of schools offering courses	860	631	732	409

[a]USOE taxonomy code number last two digits - 09.0101.

[b]n = 1147.

Taxonomy Category						Future Homemakers of America Activities	Total Number of Schools Including Topic[b]
05 Family Health	06 Family Relations	07 Food and Nutrition	08 Home Management	09 Housing, Home Furnishing and Equipment	99 Other		
9	63	5	18	5	86	51	992
5	62	3	15	4	86	55	976
2	83	2	10	3	103	61	1017
4	71	2	22	3	125	82	1114
1	57	4	41	13	138	38	1095
0	25	11	22	157	91	34	1094
22	150	60	15	13	159	181	1098
1	12	2	13	82	70	15	1050
0	13	1	8	78	66	17	1076
0	13	3	11	90	61	12	1048
5	68	36	36	105	127	33	1115
0	44	1	22	12	102	28	1044
1	15	1	9	23	49	14	912
1	41	56	48	98	103	18	1081
0	7	0	6	4	39	13	1073
1	16	2	13	24	101	28	1121
1	45	34	21	55	103	71	1088
1	31	2	12	19	65	80	912
17	71	3	7	3	38	50	775
2	29	1	17	4	48	35	740
97	696	766	153	548	445		

the clothing and textile list addressed most frequently in consumer education (04) were label information in 250 schools (61%) and evaluation of apparel quality in 190 schools (46%). Over one-fourth of the schools offering family relations (06) classes included the topic personal appearance in these classes and over one-fourth of the schools offering housing classes (09) included the topic color, line and design. The one clothing and textile topic used to some degree (in 181 schools) for FHA Club activities was personal appearance.

As indicated in the last column of Table 4, the three clothing and textiles topics included most frequently in the participating schools were construction skills in 1121 schools, label information in 1115 schools, and planning and selection of clothing in 1114 schools. Construction skills have traditionally been stressed in textiles and clothing classes or units at the secondary level and this has not changed. These findings, however, indicate also that two topics related to becoming selective clothing consumers are included in almost the same number of schools as are construction skills. Three topics, fiber characteristics, fabric construction and fabric finishes, were included by more than 90% of the schools. These topics would help provide the knowledge base for making decisions regarding the selection of clothing and the handling of fabrics for construction.

Clothing and textile topics are quite diversified. Their distribution in a variety of classes is also indicated by the figures in the last column. For example, the topic fashion and the marketplace was not ranked as a leading topic in any individual category, but was taught in over 80% of the schools in the sample. This does not suggest undesirable repetition, however, as classes are often elective and students may enroll in only one home economics class at the secondary level.

Resource use in clothing decisions was the textile and clothing topic included by the least number of schools, 740, although it was included in 68% of the 732 schools offering textile and clothing classes. Ways might be explored for emphasizing this topic more in consumer education classes as it was included in only about one-fourth of the classes taught in this category.

Special clothing requirements may be another topic which will have increasing emphasis. In addition to provision of clothing for the handicapped and aged, there is increasing concern for providing and caring for clothing that may be contaminated with dangerous chemicals. Both require assistance of experts in helping educators plan for their use.

Consumer education and management topics

Consumer education and management topics included in vocational consumer and homemaking programs by taxonomy categories are summarized in Table 5. Of the 1147 schools participating in this study, 409 or 36% offered courses in the taxonomy category consumer education (04). Topics in consumer education and management were most frequently included in the category consumer education (04) and in home management (08). Selected topics, however, were often taught in each of the other taxonomy categories.

Eight of the 20 consumer education and management topics were included in 307 to 390 or over 75% of the 409 schools offering classes in the taxonomy category consumer education (04). Two other topics, communication skills and management procedures/practices were included in 220 and 261 schools respectively, or in over 50% of the consumer education classes.

Only 153 schools (13%) in the sample indicated courses were taught in the taxonomy category home management (08). More than 70% of these classes, however, included the four topics values, goals, and standards; decision making; management process, e.g., planning, organizing, implementing, evaluating; and management procedures/practices. Consumer buying and resources, e.g., human/nonhuman, distribution and conservation were included by 65% of the schools in this category.

Over 80% of the schools offering comprehensive homemaking (01) included the three topics values, goals, and standards; decision making; and consumer buying. In the category housing, home furnishing and equipment (09), these same three topics were taught in more than 45% of the classes.

Table 5. Number of schools including consumer education and management topics by taxonomy category

Topics	Taxonomy Category			
	01[a] Comprehensive Homemaking	02 Child Development	03 Clothing and Textiles	04 Consumer Education
Values, goals and standards	730	255	273	343
Decision making	717	274	320	361
Resources	553	149	183	313
Management process	608	175	256	324
Management procedures/practices	497	97	189	261
Communication skills	611	300	129	220
Consumer rights and responsibilities	616	116	269	382
Financial planning	545	58	101	369
Consumer buying	690	159	365	390
Credit	468	16	53	375
Insurance	316	28	8	340
Taxes	251	9	11	307
Pricing	546	27	88	349
Advertising	594	86	207	383
Labels, warranties, guarantees	633	100	336	377
Packaging	506	28	84	325
Relationship between the consumer and the economy	359	19	66	339
Marketing	365	22	155	336
Consumer problems	457	41	126	374
Consumer resources	347	40	70	348
Number of schools offering courses	860	631	732	409

[a]USOE taxonomy code number last two digits - 09-0101.

[b]n = 1147.

Taxonomy Category						Future Homemakers of America Activities	Total Number of Schools Including Topic[b]
05 Family Health	06 Family Relations	07 Food and Nutrition	08 Home Management	09 Housing, Home Furnishing and Equipment	99 Other		
35	539	276	108	252	179	273	1064
37	542	330	113	262	182	293	1080
21	326	264	100	208	130	148	927
22	343	355	122	238	146	224	995
18	250	306	114	169	117	172	887
31	533	160	55	101	156	233	977
18	306	313	77	221	145	107	1025
17	429	159	95	151	157	98	1026
24	363	429	100	273	169	113	1083
11	374	43	83	161	147	40	984
15	351	12	66	140	135	21	884
4	266	22	46	123	108	22	780
10	181	544	59	58	115	27	1020
16	235	403	66	148	114	53	1040
12	220	423	86	215	131	40	1061
10	119	504	49	58	89	27	981
8	156	217	46	72	90	32	820
7	133	183	50	88	82	25	808
17	183	213	54	107	120	45	926
15	153	138	46	82	90	3	776
97	698	766	153	548	445		

More than 40% of the schools offering child development courses (02) included in this category the consumer education and management topics communication skills, decision making, and values, goals and standards. These same three topics were addressed in more than 75% of the classes offered in the category family relations (06).

In the category textiles and clothing (03) the three topics in consumer education and management most frequently included, in more than 40% of the classes, were consumer buying; labels, warranties and guarantees; and decision making. Pricing, e.g., unit pricing, product coding, and packaging were the topics most frequently included in the category food and nutrition (07) in over 65% of the classes.

In FHA chapter activities the two consumer education and management topics most frequently utilized were decision making and values, goals and standards.

As a review of the consumer education topics taught in each of the taxonomy categories indicates, and as summarized in the last column in Table 5, at least 80% of the schools are addressing more than one-half of these topics throughout their consumer and homemaking programs. Over 92% of the participating schools included the topics decision making and values and goals. Consumer buying was taught in over 94% of the total number of schools, while two related topics consumer rights and responsibilities and labels, warranties, and guarantees were included in 90% and 93% of the schools respectively. Financial planning, including budgeting, assets, savings, and investments, was taught in nearly 90% of the schools as were the topics related to pricing and advertising.

As noted earlier 36% of the schools in the sample offered classes in the taxonomy category consumer education (04). This is a lower percentage than current economic trends and legislation would seem to mandate. An inspection of the questionnaires returned by participating schools suggests several possible reasons for this situation. Teachers were requested to indicate on the questionnaire the classes taught and enrollment data for one school year 1978-79. It was noted on a number of the questionnaires, particularly in smaller schools as determined by the total enrollment in vocational consumer and homemaking programs, that

consumer education classes are offered in alternating years and so were not reported in 1978-79 data. Other teachers indicated that in their schools consumer education programs were assigned to social studies departments, and duplication in home economics departments was not permitted.

Classes in the two taxonomy categories, consumer education (04) and home management (08), which include the most topics in consumer education and management were not available in a majority of the schools participating in this study. Some of the 20 topics relating to consumer education and management are included to a considerable degree, where the content is appropriate, in classes more frequently available.

However, inasmuch as one of the purposes stipulated for vocational consumer and homemaking programs by federal legislation is to emphasize consumer education, there exists a need for further action. Another reason for action is the increased emphasis on economic education in all of vocational education. In consumer and homemaking education topics dealing with the consumer and the economy and with government resources for consumers have an added dimension.

In order to implement courses (or units in courses) which address these emphases, school administrators and home economics teachers need to be encouraged to schedule classes in consumer education. Would a team approach be a viable suggestion? For example, the business teacher develops concepts related to kinds of insurance; the home economics teacher provides application in the context of making insurance choices to meet individual and family needs and resources.

Other classes may study consumer education topics, for example credit or taxes, as general issues while home economics more often relates these topics to the individual and the family. Classes in consumer education are frequently elective for students, and many choose not to enroll. The topic, consumer education, as important as it is in today's world, is perhaps not too exciting to adolescents. As suggested in the discussion of courses listed under the category other (99), a simple change of course title might help to increase interest and enrollment. Or to increase opportunities for students to explore consumer

education topics, home economics teachers may need help in recognizing possible ways to more fully integrate these topics into their regular instructional programs.

Family relations topics

Summarized in Table 6 are the family relations topics teachers in the participating schools indicated are taught in vocational consumer and homemaking programs. These topics were most frequently included in the taxonomy categories family relations (06) and comprehensive homemaking (01), and somewhat less frequently in child development (02).

Classes in family relations (06) were offered in 698 schools or in approximately 61% of the responding schools. Nineteen of the 20 family relationships topics were included in 88% or more than 600 of these schools. One topic, mate selection was addressed in 99% of the schools offering classes in the family relations category (06). The topic included less often in this category, and that in 577 or 83% of the schools, was laws and regulations affecting families.

The four family relations topics included most frequently in the category comprehensive homemaking (01) were self concept, attitudes and emotions, basic needs, and values and goals. These were contained in 81% of the classes taught in this category. Two additional topics, characteristics basic to relationships, e.g., cooperating, understanding, compromising; and problem solving/decision making were included in more than 650 classes or 70%. More than 500 classes or 6?% addressed functions of the family, multiple roles of family members, and changing roles of individuals in family and society.

As in the category family relations (06) the topic included less frequently in comprehensive homemaking (01) was laws and regulations affecting families. The figures in the last column of Table 6 indicate that although this topic was addressed by 802 or 70% of the total schools in the sample, of the 20 family relationship topics it was included least often.

Sixty percent of the schools offering classes in child development (02) included the three family relationship topics self concept, attitudes

and emotions, and basic needs. Approximately 50% of the classes in this category included the topics values and goals; characteristics basic to relationships, e.g., cooperating, understanding, compromising; human sexuality; domestic violence and human abuse; and changing roles of individuals in families and society.

Family relationship topics were included in all of the remaining taxonomy categories but less frequently. For example values and goals and problem solving/decision making were included in 192 and 203 classes or in 47% of the schools offering consumer education (04), and problem solving/decision making was included in 45% of the courses in the category home management (08). In the 97 schools offering classes in the category family health (05) about 43% included the topics basic needs and human sexuality. The three topics used most frequently in FHA Club activities were self concept, values and goals, and problem solving/decision making.

The figures in the last column indicate that two topics, laws and regulations affecting families and domestic violence and human abuse were included in approximately 70% of the responding schools, and the remaining 18 family relationships topics were included in over 80% of the schools. Laws and regulations affecting families would seem to be somewhat related to the two child development/parenting topics taught least frequently, family support services and child support services and legislation. In the previous discussion (p. 22) suggestions were made for integrating these two child development topics with others which is also a possibility with the topic laws and regulations affecting families. Considering the relationship of these three topics it may also be indicated that family law workshops for teachers are needed.

There is a close relationship between two subject matter areas included on the questionnaire: child development/parenting and family relations. Of the 40 topics listed in these two areas, 35 were taught in more than 900 participating schools, four in more than 800 schools and only one in less than 800. The large numbers of schools including these 40 topics may be a reflection of the importance of and the increasing concern for the child and family in today's society.

Table 6. Number of schools including family relations topics by taxonomy category

Topics	Taxonomy Category			
	01[a]	02	03	04
	Comprehensive Homemaking	Child Development	Clothing and Textiles	Consumer Education
Self concept	741	382	157	64
Attitudes and emotions	694	400	97	67
Basic needs	695	383	121	126
Values and goals	749	335	158	192
Characteristics basic to relationships	658	321	76	69
Human sexuality	472	331	19	14
Domestic violence and human abuse	331	347	7	12
Changing roles of individuals in families and society	553	307	53	70
Problem-solving/decision-making	666	278	152	203
Family as a stabilizing unit in stress and crisis	391	253	11	27
Mate selection	456	110	4	16
Life styles	484	174	65	75
Expectations/realities of relationships	438	176	14	21
Laws and regulations affecting families	254	183	18	65
Readiness for serious commitments	428	261	12	33
Functions of the family	531	293	13	35
Life cycle	498	273	22	58
Varying family structures	395	201	6	27
Communication and interaction skills	478	246	49	54
Multiple roles of family members	555	284	33	54
Number of schools offering courses	860	631	732	409

[a]USOE taxonomy code number last two digits - 09.0101.

[b]n = 1147.

Taxonomy Category						Future Homemakers of America Activities	Total Number of Schools Including Topic[b]
05 Family Health	06 Family Relations	07 Food and Nutrition	08 Home Management	09 Housing, Home Furnishing and Equipment	99 Other		
40	657	89	28	62	168	283	1064
40	660	84	29	54	152	199	1054
43	644	117	36	111	161	113	1048
38	671	141	60	156	185	237	1079
27	647	101	35	67	149	180	1027
42	647	14	9	6	99	67	971
37	601	7	10	2	84	109	889
24	671	80	37	71	146	144	1019
34	645	173	69	140	171	219	1058
32	611	17	13	16	94	82	908
14	689	6	11	3	99	56	994
15	661	69	35	127	144	83	998
15	663	18	15	14	111	66	937
16	577	31	8	39	78	44	802
12	676	25	16	22	124	107	983
15	670	33	20	42	95	84	1009
19	646	44	22	124	101	45	987
12	625	22	19	63	92	37	913
16	622	61	25	48	129	142	918
15	659	81	30	65	127	129	1009
97	698	766	153	548	445		

Food and nutrition topics

Food and nutrition topics included in vocational consumer and homemaking programs are summarized by taxonomy category in Table 7. These topics were addressed most frequently in the taxonomy categories food and nutrition (07) and in comprehensive homemaking (01).

Over 750 of the 766 schools offering classes in the category food and nutrition (07) included the topics: food guide, e.g., basic 4; nutrients and their sources; safety and sanitation in the kitchen; and food preparation. Two additional topics related to nutrition education, functions of nutrients in the body and planning for individual and family nutrition were included in 749 and 741 schools respectively. Planning and organizing for buying food, e.g., shopping lists, use of advertisements and specials, seasonal foods was included in this category in 745 or 97% of the schools. The topics taught less often in this category, in 83% and 85% of the schools respectively, were nutrition throughout the life cycle and special food requirements for individuals, e.g., children, aged, special diets, pregnancy.

In comprehensive homemaking (01) the topics included most and least frequently were the same as those topics reported in the category food and nutrition (07), although the percentages were somewhat lower, i.e., 90-94% as compared to 97-99% for those taught more frequently, and 62% as compared to 83% for those taught less frequently.

Eight of the food and nutrition topics were included by 58% or more of the 97 schools scheduling classes in the category family health (05). All of these topics emphasize nutrition education. The topics in order are special food requirements for individuals (74%), food habits and health (71%), weight control (66%), planning for individual and family nutrition (63%), food guides, nutrients and their sources, and functions of nutrients in the body (all 61%) and nutrition throughout the life cycle (58%).

Other taxonomy categories included a few food and nutrition topics that were closely related to specific subject matter areas. In the category child development (02) 417 schools or 66% included the topic special food requirements of individuals, e.g., children, aged, special diets,

pregnancy. Three topics were taught in over 52% of the 409 schools offering classes in the category consumer education (04). These included planning and organizing for buying food, managing the food budget, and labeling and food standards. Food preparation was reported as an FHA Club activity in 132 schools.

For all schools including food and nutrition topics, as indicated by the last column in Table 7, 99% included food guides and nutrients and their sources. Food preparation was taught in 98% of the schools. The topic included in the fewest schools, and that in 85%, was nutrition throughout the life cycle.

That more schools included food and nutrition topics is not surprising. The category has the largest enrollment of males and the second largest of females, and could be reflective of one aspect of a perceived need to be able to live independently after school. The breadth of coverage is also reassuring. Since all topics were included in 85% or more of the schools it is reasonable to infer that the popular food and nutrition classes include far more than preparation, although that too is important.

It also appears that with one exception there is less need for additional effort toward inservice activities for teachers in this area. The exception would be any of the areas related to nutrition, wherein updating should be provided by experts. Nutrition topics are frequently in the popular press, subject to misconceptions, and extremely important to individual and family well being.

Housing, home furnishing , equipment topics

Schools offering classes in the taxonomy category housing, home furnishing , equipment (09) totaled 548 or 48% of participating schools. Although topics in this subject matter area were included to some degree in all taxonomy categories, they were primarily included in the housing category (09).

As shown in Table 8, five topics were included in 99-100% of the 548 schools teaching classes in the category housing (09). Three of these topics were related to home furnishing and included factors

Table 7. Number of schools including food and nutrition topics by taxonomy category

Topics	Taxonomy Category			
	01[a]	02	03	04
	Comprehensive Homemaking	Child Development	Clothing and Textiles	Consumer Education
Food guides	810	304	9	150
Nutrients and their sources	792	183	4	82
Functions of nutrients in the body	777	189	7	61
Planning for individual and family nutrition	746	253	3	92
Food habits and health	746	220	6	72
Nutrition throughout the life cycle	535	186	1	35
Reliable sources of nutrition information	575	108	2	112
Special food requirements for individuals	535	417	5	34
Weight control	691	146	24	31
Influences of family values and customs on food patterns	569	113	5	52
Fads and fallacies	619	71	8	81
Safety and sanitation in the kitchen	778	70	0	46
Factors involved in food planning	693	84	3	128
Alternative daily food patterns	623	94	1	72
Food preparation	785	90	0	58
Convenience foods	687	46	4	143
Planning and organizing for buying food	698	27	2	213
Managing the food budget	561	21	7	239
Labeling and food standards	650	33	8	238
Practices related to preserving nutritive value of food in marketing, preparation, preservation and storage	607	25	4	107
Number of schools offering courses	860	631	732	409

[a]USOE taxonomy code number last two digits - 09.0101.

[b]n = 1147.

Taxonomy Category						Future Homemakers of America Activities	Total Number of Schools Including Topic[b]
05 Family Health	06 Family Relations	07 Food and Nutrition	08 Home Management	09 Housing, Home Furnishing and Equipment	99 Other		
60	166	752	46	4	184	104	1134
60	101	752	22	3	163	54	1135
59	91	749	19	1	149	43	1128
61	179	741	29	3	153	72	1115
69	138	731	25	1	165	107	1111
57	140	635	19	3	79	51	975
45	85	682	19	2	107	52	1008
72	177	649	15	0	99	78	1040
64	85	698	16	2	112	93	1077
32	144	677	20	7	93	39	1022
41	73	688	13	2	104	45	1055
32	77	753	58	51	158	64	1121
28	158	727	61	13	138	65	1094
26	89	665	36	2	125	57	1012
17	87	759	35	7	155	132	1125
13	88	719	47	3	143	65	1088
10	129	745	63	4	152	80	1107
7	160	696	67	6	127	55	1062
14	90	726	41	2	135	45	1091
10	53	718	32	3	100	39	1047
97	698	766	153	548	445		

Table 8. Number of schools including housing/home furnishing /equipment topics by taxonomy category

Topics	Taxonomy Category			
	01[a]	02	03	04
	Comprehensive Homemaking	Child Development	Clothing and Textiles	Consumer Education
Function of housing	570	47	7	113
Influences of housing on individuals and families	477	57	2	88
Factors influencing housing decisions	434	25	1	150
Types of housing	503	9	2	161
Choosing, locating and evaluating housing	377	6	1	158
Legal aspects of housing	307	1	1	195
Financial factors related to renting, buying, building, relocating	374	2	2	229
Relationship between housing selection, available resources, priorities of values and goals and the decision-making process	357	9	2	172
Adapting housing for individual and family needs	409	61	0	94
Selection, maintenance and care of housing, furnishings and equipment	529	12	13	129
Aesthetic aspects of home furnishings	567	4	24	37
Housing conservation through renovation and/or restoration	241	5	9	55
Evaluation of quality of interior, exterior and mechanical features of housing	294	3	5	83
Factors influencing furnishing decisions	443	19	9	124
Factors influencing furniture arrangement	568	11	6	38
Factors influencing equipment decisions	411	12	7	166
Citizens' responsibility to community regarding housing	269	6	3	77
Storage	533	29	36	45
Safety in the home	647	205	55	84
Housing in the future	329	6	5	64
Number of schools offering courses	860	631	732	409

[a]USOE taxonomy code number last two digits - 09.0101.

[b]n = 1147.

Taxonomy Category							
05 Family Health	06 Family Relations	07 Food and Nutrition	08 Home Management	09 Housing, Home Furnishing and Equipment	99 Other	Future Homemakers of America Activities	Total Number of Schools Including Topic[b]
11	198	9	66	546	109	24	973
5	220	5	52	519	91	24	915
5	186	6	55	532	102	20	913
2	208	5	46	547	126	15	977
3	171	7	38	535	101	11	893
2	150	3	38	495	114	12	855
2	197	7	49	517	126	12	932
3	184	5	46	495	101	15	858
7	203	8	43	520	78	17	900
3	126	49	93	527	103	25	960
1	75	8	44	548	83	26	944
1	58	4	38	432	40	13	668
3	64	6	38	499	56	12	773
3	145	10	53	541	83	15	909
1	65	19	52	548	78	14	938
3	97	101	71	481	74	25	869
5	89	6	39	382	55	44	656
6	69	90	75	507	61	19	900
35	140	180	80	469	85	50	983
3	86	16	33	496	50	29	791
97	698	766	153	548	445		

influencing furniture arrangement, e.g., traffic patterns, principles of balance and placement; aesthetic aspects of home furnishings, e.g., art and design principles; and factors influencing furnishing decisions, e.g., family life style, costs, quality, preference. The other two topics were types of housing, e.g., single family dwelling, apartments, mobile homes; and function of housing, e.g., shelter - physical, social and psychological needs. Citizens' responsibility to community regarding housing, e.g., maintenance, grounds care, local government, was the topic included least often in this category in 382 or 70% of the schools.

The housing topic most frequently included in comprehensive homemaking (01) was safety in the home in 75% of the schools offering classes in this category. Of these classes, 66% included factors influencing furniture arrangement, aesthetic aspects of home furnishings, and function of housing.

In the category consumer education (04) 56% of the classes included the topic financial factors related to renting, buying, building, relocating. The topic legal aspects of housing, e.g., zoning, leases, contracts and insurance was taught in 42%. Selection, maintenance and care of housing, furnishings and equipment was taught in 61% of the schools offering classes in the category home management (08). One other topic, safety in the home, was included in 52% of the classes in this category.

An inspection of the last column in Table 8 reveals that the housing topic included in the greatest number of schools was safety in the home. This was the housing topic taught most frequently in the category comprehensive homemaking (01) and was included in 20-30% of the schools in other categories: child development (02), family health (05) and foods and nutrition (07). The other three housing topics included most frequently, in approximately 85% of the schools in the study, were types of housing; functions of housing; and selection, maintenance and care of housing, furnishings and equipment.

Housing conservation through renovation and/or restoration and citizens' responsibility to community regarding housing were the housing topics taught in the fewest number of schools, approximately 58%.

From the data available it is difficult to explain the less frequent

inclusion of housing topics compared to those in other subject areas. Although more than half the schools included the less popular housing topics and most housing topics were found in 75% or more of the schools, one speculates that perhaps, like consumer education, greater attention could be given to the entire category.

Since enrollment can be a reflection of student demand, perhaps home economics educators ought to seek ways to include the more critical housing topics in the more popular courses. In addition, educators might seek ways to make the topics more relevant to the students. For example the less popular topics, conservation through renovation and citizen responsibility, are current issues which could be of concern and interest to students. And as with other issues in the family and child categories, they provide opportunity for involvement with community agencies.

Category 99-other

Nearly 40% of the schools responding listed one or more classes under the category .99-Other. These classes were sorted insofar as possible by the titles reported by the teachers into general content groups. A summary of these classes is presented on page 45.

It is assumed that, in the teachers' opinions, the classes grouped under comprehensive did not fit the definition for comprehensive homemaking as specified in the taxonomy. In instances where teachers added comments, these classes were indicated to be one semester in length, nonprerequisite, generally offered for juniors and/or seniors and included several subject matter areas. Although it is not known to what extent a course title attracts students, teachers apparently are trying a variety of different titles. The sex stereotyped titles, "Bachelor Living" and "Home Economics for Boys" have virtually disappeared, in their place are found, for example, "Singles Survival" or "Liberated Living."

Titles grouped under foods and nutrition, textiles and clothing, and crafts generally indicate a specific content focus. Apparently

teachers believe these were narrow in scope and thus did not include them under the respective taxonomy categories listed on the questionnaire.

A number of teachers listed titles which would seem to fall in the broad area of family relations, but again the titles suggest a specific focus and the teachers chose to list them separately. On the survey questionnaire one subject matter area was labeled "Child development/parenting." Teachers in some instances indicated that the emphasis and intent of their parenting classes was quite different from that of their child development classes and included the parenting classes under .99-Other. As the 1976 legislation specifically encourages the promotion of parenthood education, perhaps home economics educators need to reexamine the purposes of child development programs as compared to the purposes of parenthood education programs.

All other courses listed by the teachers are included under miscellaneous as their titles did not seem to suggest content directed toward either one of the subject matter areas included in vocational consumer and homemaking programs or comprehensive homemaking. A diversity of content seems to be indicated by course titles such as "Changing Roles," "Alternative Life Styles," "Wise Weight," or "Obesity and Behavior Modification."

Inspection of the titles suggests that teachers are offering courses specifically designed to meet the perceived needs of students within their school systems. As some of these distinctive titles, e.g., Adult Roles and Functions in the State of West Virginia, were frequently reported within a given state, it is concluded that curriculum development to fill a recognized need of students is an ongoing process at the state level.

Summary of courses listed under .99-Other by responding teachers

Comprehensive (195)*

- Adult Roles and Functions
- Career and College Bound Home Economics
- Hello World
- Independent Living
- Liberated Living
- On Your Own
- Preparation for Future
- Senior Home Economics (non-prerequisite)
- Singles Survival

Food and Nutrition (15)

- Advanced Cooking
- Baking
- Boat Cookery (Alaska)
- Ethnic Foods
- International Foods
- Nutrition Turn On
- Singles Cooking

Textiles and Clothing (15)

- Creative Textiles
- Fashion Design
- Specialized Clothing
- Tailoring
- Textile Design

Family Relations (55)

- Family Living
- Human Relations
- Married Life
- Parenting
- Practical Family Life
- Preparation for Marriage

Crafts (20)

- Creative Needlecraft
- Floral Design
- Furniture Refinishing
- Home Crafts
- Upholstery

Miscellaneous (145)

- Aged and Handicapped
- Alternative Lifestyles
- Careers
- Changing Roles
- Finance and Consumer Credit
- Home Nursing
- Human Growth and Development
- Human Values
- Independent Studies
- Interpersonal Relationships
- Life Management
- Obesity and Behavior Modification
- Personal Culture
- Personal Development
- Personality and Appearance
- Psychology for Living
- Special Education Home Economics
- Values Clarification
- Wise Weight

*number of schools offering courses

Vocational Homemaking Teachers

In this study information was requested about the number of vocational consumer and homemaking teachers employed in each participating school. In addition, teachers were asked to indicate the number of years each had taught vocational consumer and homemaking classes. The responses of 2059 teachers in the 1147 schools that participated in the study are summarized in Tables 9 and 10.

An inspection of Table 9 reveals that nearly one-half (49%) of the schools had one home economics teacher. Two homemaking teachers were employed in 33% of the schools. In 12% of the schools three teachers were reported. Home economics departments staffed by four and five teachers were found in 4% and 2% of the schools respectively. Slightly more than 1% of the schools listed six or more teachers.

When compared to the Coon study the number of schools having one vocational homemaking teachers has declined from 77.2% to 49%. For

Table 9. Teachers per school by frequency and percentage

Teachers Per School	Schools	
	No.	%
1	562	49
2	379	33
3	132	12
4	41	4
5	21	2
6	9	0.78
7	2	0.17
8	--	--
9	--	--
10	1	0.08

NOTE. n = 1147.

schools employing two vocational teachers, however, the percentage has increased from 18.5% to 33%. Three or more vocational teachers were reported in 4.3% of the schools in the Coon study as compared to 19% of the schools in this study.

The increased percentage of schools employing three or more home economics teachers may indicate that more city schools with large student enrollments are now offering vocational consumer and homemaking programs instead of general home economics. Consolidation of schools within counties and districts and within cities creating schools with larger student enrollments may also contribute to the larger proportion of schools now reporting more than one home economics teacher.

While approximately one-half of the teachers in this study were responsible for the total home economics programs in their schools, the other 50% were employed ir multi-teacher departments. More than one teacher in a department permits a division of teaching responsibilities within the specific subject matter classes offered in a given program. The data do not indicate whether responsibilities are divided by specialization or by some other method.

Since more than 80% of the teachers, however, are in one or two teacher departments, teacher education programs need to include a broad professional background for teaching all areas of home economics. States may wish to investigate if there are opportunities for graduates with an area of specialization, since depth of background can enhance the ability of teachers to handle the increasingly complex subject matter in home economics.

Teachers also were asked to indicate the number of years they had taught vocational consumer and homemaking classes. This information is presented in Table 10 for 1942 teachers, 94% of the teachers in the sample.

An inspection of the cumulative percentage column indicates that while 50% of the teachers had taught for seven years or less, 25% had taught for more than 15 years. Approximately 7% of those responding had taught for 25 years or more.

Table 10. Years teaching experience by number of teachers and cumulative percentage

Years of Experience	No. of Teachers	Cumulative Percentage[a]	Years of Experience	No. of Teachers	Cumulative Percentage
1	162	8	16	33	80
2	155	16	17	31	81
3	126	23	18	29	83
4	111	24	19	30	84
5	139	36	20	43	87
6	127	42	21	31	88
7	131	49	22	26	89
8	110	55	23	28	91
9	93	59	24	15	92
10	84	64	25	32	93
11	66	67	26	30	95
12	60	70	27	17	96
13	52	73	28	13	96
14	49	75	29	11	97
15	48	78	30 or more	60	100

NOTE. n = 1942.

[a]Percentages rounded to nearest whole number.

Content of vocational consumer and homemaking classes is directed toward developing the knowledge, skills and attitudes necessary for living constructively as individuals and family members in today's society. Much of this content is technical and reflects not only the advances being made in modern technology, but also increased knowledge of the environment and awareness of societal problems. To provide up-to-date information in the broad range of subject matter areas taught in home economics, and to eliminate that which is no longer applicable, home

economics teachers are expected to continually update their own skills and knowledge.

Data on teachers and data on content may well provide information pertinent for planning both inservice activities and summer school offerings in colleges and universities which can serve the varied needs of consumer and homemaking teachers. These questions arise. For the 50% of the teachers in this study who reported teaching for seven years or more, are opportunities available for continuing education through inservice activities and workshops? Are these programs providing for the needs of the audience they are designed to serve? Are these programs accessible in terms of location and released school time? Are they planned to serve teachers employed in both large and small home economics departments?

Student Enrollment and Courses Offered

Teachers in each participating school were asked to provide student enrollment for males and females in each taxonomy category offered in their vocational consumer and homemaking programs. This information was requested for the entire 1978-79 school year and a duplicated count was acceptable, i.e., students enrolled in more than one class could be counted more than once.

In the 1147 schools included in the study, a total of 288,365 students were enrolled in vocational consumer and homemaking classes. Of this total 55,884 or 19% were males, and 232,481 or 81% were females. The Coon study reported an enrollment of 98% females and 2% males in vocational homemaking programs (p. 40, 44).

Student enrollment by taxonomy category for females, for males, and the combined total in the schools participating the the study are shown in Table 11. The largest percentage of students, 21%, were enrolled in comprehensive homemaking (01) classes, followed by 19% in food and nutrition (07). Textiles and clothing classes (03) contained 15% of the students enrolled in vocational consumer and homemaking programs. In the two categories which focus on the child and the

Table 11. Student enrollment in taxonomy categories by number and percentage

Taxonomy Category	Enrollment					
	Male		Female		Combined	
	No.[a]	% of Total	No.[b]	% of Total	No.[c]	% of Total
01-Comprehensive homemaking	10285	18	50277	22	60562	21
02-Child development	2444	04	27408	12	29852	10
03-Clothing and textiles	2686	05	40384	17	43070	15
04-Consumer education	5394	10	18439	08	23833	08
05-Family health	1711	03	2949	01	4660	02
06-Family relations	9208	16	23264	10	32472	11
07-Food and nutrition	15597	28	39080	17	54677	19
08-Home management	1311	02	4171	02	5482	02
09-Housing, equipment and home furnishings	1702	03	12502	05	14204	05
99-Other	5546	10	14007	06	19553	07

NOTE. % rounded to nearest whole number.

[a] $n = 55884$.

[b] $n = 232481$.

[c] $n = 288365$.

family, 11% of the students were enrolled in family relations (06) and 10% in child development (02). Consumer education (04) included 8% of the students and 5% were enrolled in housing, home furnishing , and equipment (09). Family health (05) and home management (08) each contained 2% of the total student enrollment. In the category 99-Other 7% of the students were enrolled. (See p. 43 for discussion of this category).

Differences are noted within categories when student enrollment is

compared by sex. It should be pointed out that although percentage of males may exceed percentage of females, the number of females is always greater. The largest number of males, 28%, was enrolled in foods and nutrition classes while only 17% of the females were enrolled in this category. In comprehensive homemaking (01) 22% of the females and 18% of the males were enrolled. The largest difference occurred in the category textiles and clothing (03) where 17% of the females were enrolled and only 5% of the males. In child development classes (02), female enrollment was higher than male, 12% and 4% respectively. The participation was 16% male and 10% female in family relations (06). In the consumer education category (04) 8% of the females were enrolled and a slightly higher percentage of males, 10%. In the category family health (05) 3% of the males and 1% of the females were enrolled. Home management classes (08) contained 2% of the males and 2% of the females. Housing, home furnishing , equipment classes (09) enrolled 3% of the males and 5% of the females. Included in classes categorized as other (99) were 10% of the males and 6% of the females.

More than 70% of the males in vocational consumer and homemaking programs were enrolled in the four taxonomy categories comprehensive homemaking (01), foods and nutrition (07), family relations, and consumer education. Of the females, 68% were enrolled in the four categories comprehensive homemaking (01), clothing and textiles (03), food and nutrition (07), and child development (02).

Title II of the Educational Amendments Act of 1976 stipulates that both males and females must have equal access to all vocational education programs. An increase from 2% to 19% in male enrollment in vocational home economics classes, over a 20-year period, is a beginning. It would seem to be indicated, however, if the legislative mandate is to be accomplished in fact, that increased efforts need to be made to encourage male enrollment in consumer and homemaking programs. Are home economics classes accessible to male students in terms of class schedules? Are guidance counselors provided with nonsexist course descriptions?

Table 12 indicates the number and percentage of schools participating in this study that offered courses in each taxonomy category. Although no formal analysis was attempted in this study, an inspection of the survey instruments returned seemed to indicate that most junior high schools (ninth grade only) in the sample scheduled only comprehensive homemaking (01). Senior high school programs tended to include both comprehensive homemaking classes and a variety of classes within the other taxonomy categories.

Comprehensive homemaking (01) classes were provided by 75% of the participating schools. Classes in the two subject matter areas commonly associated with home economics, foods and nutrition and textiles and clothing, were included in 67% and 64% of the schools respectively. Classes in family relations (06) were included in 61% of the schools; 55% offered classes in child development (02). Slightly less than one-half of the schools, 48%, scheduled classes in housing, home furnishing and equipment (09). Classes in other categories were provided less frequently: consumer education (04) in 36% of the schools, home management (08) in 13%, family health (05) in 8%, and 39% offered classes designated as other (99).

A comparison of courses offered in vocational consumer and homemaking programs as indicated by the data collected in the census study with the course data reported in the Coon study is tenuous. The data base is different. In the census study courses were reported by the percentage of schools offering classes in each taxonomy category, not as percent of a whole. The Coon study reported classes as percent of total. The titles of courses used in the two studies are diverse. Some areas cannot be compared at all as the Coon study addressed time spent within courses as well as content; the census study examined content of courses only.

A review of the data presented in Coon (p. 68) relative to the percent of vocational courses, by title, in the United States seems pertinent. In 1959 approximately 90% of the courses in vocational programs were titled homemaking, home economics or home arts. Clothing and sewing composed 2.2% of the courses; foods was the title used in 2%; the com-

Table 12. Schools offering courses in taxonomy categories by number and percentage

Taxonomy Category	Schools Offering Courses	
	No.[a]	%
01-Comprehensive homemaking	860	75
02-Child development	631	55
03-Clothing and textiles	732	64
04-Consumer education	409	36
05-Family health	97	08
06-Family relations	698	61
07-Food and nutrition	766	67
08-Home management	153	13
09-Housing, home furnishings, equipment	548	48
99-Other	445	39

NOTE. % rounded to nearest whole number

[a] n = 1147.

bined title foods and clothing was used in 1% of the courses. Family Living was the title reported for 3.5% of the courses. All other titles were used for less than 1% of the courses: home management .3%; child development .1%; housing, home furnishing .3%; consumer education .1% and other .2%.

It would appear upon examination of the data in the Coon study and the data collected in the census study (Table 12) that there have been shifts in program offerings. Over the past 20 years there has been an increase in offerings in specific subject matter courses, while the number of classes in general or comprehensive homemaking has declined.

As male and female students appear to have preferences for different subject matter areas as shown in Table 11, offering semester length courses focused on areas of concern may encourage larger student participation.

SUMMARY AND RECOMMENDATIONS

The purposes of the National Census Study of Secondary Vocational Consumer and Homemaking Programs were to identify what is taught and who is served by vocational consumer and homemaking programs in the secondary schools (grades 9 through 12) across the country. On the questionnaire utilized in the study 20 topics considered essential by home economics teachers, state supervisors of home economics, and teacher educators were listed for each of the six subject matter areas included in vocational consumer and homemaking programs. Teachers in participating schools were asked to indicate in which courses offered in their school each topic was included. This information provided data not only on subject matter content but also on the courses offered. Student enrollment was requested for each taxonomy category included in each schools' program.

Of the 120 topics considered essential for vocational consumer and homemaking programs only 8% or nine topics were included in less than 800 of the 1147 participating schools. Forty-nine topics or 41% were included in from 800 to 1000 of the schools in the sample. Over 1000 schools included each of the remaining 62 topics or 52%. By subject matter areas, food and nutrition topics were included most frequently followed in descending order by the topics in family relations, clothing and textiles, child development/parenting, consumer education and management, and housing/home furnishing /equipment. These data indicate that all 120 topics listed on the survey instrument are being taught in approximately two-thirds of the schools in the sample with 52% of the topics included in more than 87% of the schools.

Areas of concern in vocational consumer and homemaking programs as stipulated by federal legislation and verified by research, are the promotion of nutrition knowledge and food use, the promotion of parenthood education and nurturance of children, increased emphasis on consumer education and use of resources, and the preparation of both males and females to enter the work of the home. To what extent do the data

collected in the present study suggest that consumer and homemaking programs are addressing these issues?

The promotion of nutrition knowledge and food use in vocational home economics programs would seem to be supported by the following data. Courses in food and nutrition (07) were offered in 67% of the schools in the sample and enrolled 19% of the students. All 20 food and nutrition topics were included in from 85% to 99% of the courses offered in this category. Two nutrition topics, nutrients and their sources and food guides, were included in 99% of the classes, closely followed by food preparation in 98%. Classes in comprehensive homemaking (01) offered in 75% of the schools in the sample and enrolling 21% of the students included all 20 food and nutrition topics in 63% to 94% of these courses.

Child development courses were offered in 55% of the schools in the study with an enrollment of 10% of the students in the sample. Family relations courses were offered in 61% of the schools with 11% of the students in the sample enrolled. Seventeen of the child development/parenting topics were included by more than 80% of the classes in child development (02), with the remaining three topics included in more than 67% of these classes. Topics in this area closely associated with parenting, for example, roles and responsibilities of parents, were included in more than 86% of the classes in the category of family relations (06), while topics related to the care of children were included less frequently or in approximately 45% of the family relations courses. Approximately one-half of the child development topics were included in at least 55% of the courses in comprehensive homemaking (01). Topics relating to parenting and the nurturance of children were, therefore, frequently included in courses offered in 55% to 75% of the schools. Another factor must be considered. As mentioned previously many teachers included courses in parenting in the catetory other (99), not within the child development category. The findings do not provide clearly defined data on the extent to which parenthood classes are being offered, but the child development/parenting topics are being addressed within other categories.

Of the schools participating in the study only 36% offered courses in consumer education and 8% of the students in the sample were enrolled. It should be noted, however, that selected topics in consumer education and management were frequently included in many other courses. For example, four topics related to management were included in more than 70% of the classes in the category home management (08), three topics were included in 80% of the comprehensive homemaking classes (01), and three topics were included in more than 75% of the classes in family relations (06). While the data suggest emphasis in the area of consumer education and management of resources is being given to selected related topics within specific taxonomy categories, the need for increased attention to the area is indicated.

Statistics show that increasing numbers of women are employed outside the home, divorce rates are rising, and single parent households occur more frequently. These are only a few of the factors affecting the need for home economics programs to prepare both males and females to enter the work of the home.

Enrollment data collected in participating schools for the census study indicate approximately 20% of the students in vocational consumer and homemaking programs are male, an increase from the 2% reported in the Coon study. Further, both males and females enroll in all classes offered, although in differing numbers. Males more frequently enrolled in courses in foods and nutrition, comprehensive homemaking, family relations, and consumer education. Females enrolled more frequently in comprehensive homemaking, child development, foods and nutrition and clothing and textiles. All of these areas contribute to an individual's ability to enter the work of the home.

These findings are positive. The data also seem to indicate that teachers are attempting to attract more students as shown by the number of schools offering one semester, nonprerequisite courses focused on immediate student concerns. Examples would be the courses listed in the category other (99), titled "Living on Your Own" or "Hello World."

How much do public attitudes affect student choices? As more and more couples enter dual roles, both members working outside the home

and both members sharing responsibilities within the home, will more males be encouraged to choose courses devoted to the care and nurturance of children in addition to courses in food and nutrition and in family relations? Efforts now being made in many states to develop curriculum materials and offer courses in "Parenting" may attract greater male enrollment in this critical area.

An inspection of the lists of content topics as a whole and the numbers of schools including these suggest some broad areas of emphasis throughout vocational consumer and homemaking programs. The first is in the number of topics taught that relate to decision making. In each of the six subject matter areas from family planning decisions in child development, to problem solving/decision making in family relations, to equipment decisions and energy requirements in housing, decision making is addressed. And these topics were included in more than three-fourths of all participating schools.

The second broad area of emphasis is on governmental agencies and services and legislation affecting both individuals and families. Examples of topics illustrating this emphasis include governmental consumer resources in consumer education, labeling and food standards in food and nutrition, and label information in textiles and clothing.

Topics frequently included by large numbers of schools in the sample are directed at current needs and trends within society. For example, 20 years ago there was limited need to include the topic child care services which is now taught in 80% of the schools in the sample. Over 70% of the schools included the topic relationship of the consumer and the economy, e.g., inflation and recession. Changing roles of individuals in families and society is being taught by almost 90% of the schools in the sample. There are other examples, but these illustrate that the content of vocational consumer and homemaking programs does indeed include topics of concern for today's students.

The findings of the census study and their interpretation are subject to certain limitations. Not all states were included in the study although the sample was carefully structured. The findings are

reported on the basis of returns from 69% of the schools in the sample. Within these stated limitations, however, the researchers believe that the data are representative of secondary vocational consumer and homemaking programs as offered in 1978-79.

Based on the data presented, recommendations for program review are appropriate. Even though many of the recommendations are already reflected in some schools, the data indicate that the following suggested practices are not common across the country.

Students who enroll in several semesters of vocational consumer and homemaking courses are provided with most of the topics considered essential. Students enrolled in the various comprehensive courses also have a variety of content. Yet attention might be given to providing content in critical areas to a greater number of students. One way to accomplish this would be to increase comprehensive courses--by whatever title--for students at both freshmen-sophomore and junior-senior years. Another possibility is to put greater emphasis on appropriate critical areas within semester courses. For example, in the popular food and nutrition classes one might emphasize management not only of money but of time and effort, nutrition components could be expanded, and preparation might be limited to attractive, simple, nutritious meals suited to the individual or individuals who work outside the home.

In schools where family living is the course with heavy enrollment, courses might be organized to include more of the critical areas even though some existing content would be deleted. In this respect, consumer education, parenthood education, management of resources, and nutrition are especially pertinent. Another area not generally cited as critical is housing. However, given the importance to individuals and families of the selection and maintenance of a place to live, and the social importance of related concerns such as the environment, it seems appropriate to consider its inclusion in the critical areas.

The limited number of consumer education classes should be analyzed by state and local supervisors. Is the basic content available to all students? Does it emphasize application to individuals and families,

as is the goal of vocational consumer and homemaking? If not, perhaps consumer education courses need to be increased or a strong unit or units included in comprehensive offerings.

If state and local personnel determine that changes are to be made in the structure and content of vocational consumer and homemaking programs, some adjustments will be needed in teacher education programs. Changes may be as simple as suggesting ways to integrate current topics into ongoing programs. As noted previously, an example might be inclusion of study of family and child support services within child development and family relations courses. Restructuring of courses in order to make topics in critical areas available to a larger number of students would require more complex adjustments. If key areas are to be included in a comprehensive course available without prerequisite, then what adjustments are needed in semester courses to provide sequence and continuity? If curricular changes include more involvement with community agencies in order to provide experiences for students, school laboratory activities may be curtailed. On what basis does one determine which to reduce?

Since basic concepts of program planning are an integral part of undergraduate programs and current information on content and strategies are common inservice activities, the fairly minor changes recommended should not be difficult for supervisors and teacher educators to implement. Vocational consumer and homemaking programs in secondary schools in the United States already include content deemed necessary. The recommended adjustments within secondary programs are directed toward providing critical home economics content for greater numbers of students.

APPENDIX

NATIONAL CENSUS PROJECT
CONSUMER AND HOMEMAKING PROGRAMS

Professional home economists have been increasingly aware of the need for national representative data concerning Consumer and Homemaking programs. A committee consisting of representatives of the American Vocational Association, American Home Economics Association, Home Economics Education Association, and the U. S. Office of Education was recently established to identify research needs of the profession. The committee determined that the most critical need was a nationwide survey of existing Consumer and Homemaking programs. The last survey of this type was conducted in 1959 and home economists are well aware that many program changes have taken place since that date.

This questionnaire is designed to determine the concepts/topics that are included in child development/parenting, clothing and textiles, consumer education and management, family relationships, food and nutrition, and housing/home furnishing/equipment courses. In addition, enrollment data for 1978-79 concerning male/female students are requested. Please note that <u>one</u> questionnaire is to be completed <u>per school</u>; therefore, in schools having more than one home economics teacher, it is requested that the teachers work cooperatively to complete the questionnaire.

Please disregard the numbers on both sides of the columns. These are for coding purposes only.

<u>DIRECTIONS</u>:

Indicate by a (✓) whether the following concepts/topics are included in a subject matter course or a unit in a comprehensive course and/or in the FHA chapter activities in the Consumer and Homemaking programs grades 9-12 in your school. <u>Only</u> Consumer and Homemaking programs are to be included, not wage earning (occupational).

Areas or courses have been identified by their USOE taxonomy code numbers and respective names (see listing below). For spacing purposes on the concept/topic listing (pages 2-7), the taxonomy numbers will be abbreviated by using the last two digits, e. g., 09.0102 appears as 02 - Child Development.

09.0101	Comprehensive Homemaking	09.0106	Family Relations
09.0102	Child Development	09.0107	Food and Nutrition
09.0103	Clothing and Textiles	09.0108	Home Management
09.0104	Consumer Education	09.0109	Housing and Home Furnishings
09.0105	Family Health	09.0199	Other*

<u>EXAMPLE</u>:

Food and Nutrition Concepts/Topics:

		01-COMPREHENSIVE HMKG.	02-CHILD DEVELOPMENT	03-CLOTH. & TEX.	04-CONSUMER EDUC.	05-FAMILY HEALTH	06-FAMILY RELATIONS	07-FOOD & NUTRITION	08-HOME MANAGEMENT	09-HOUS. & HM. FURN.	99-OTHER*	FHA ACTIVITIES
- Food Preparation	095	✓				✓		✓				✓
- Convenience Foods	096	✓			✓			✓	✓			✓

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Child Development/Parenting Concepts/Topics:

		01-COMPREHENSIVE HMKG.	02-CHILD DEVELOPMENT	03-CLOTH. & TEX.	04-CONSUMER EDUC.	05-FAMILY HEALTH	06-FAMILY RELATIONS	07-FOOD & NUTRITION	08-HOME MANAGEMENT	09-HOUS. & HM. FURN.	99-OTHER*	FHA ACTIVITIES
Family Planning Decisions	001											
Financial Consideration of Parenting	002											
Emotional Consideration of Parenting	003											
Environmental Consideration of Parenting, e. g., neighborhood	004											
Roles and Responsibilities of Parents	005											
Reproduction, e. g., pre-conception to birth	006											02
Maternal Health and Nutrition	007											
Birth of the Baby	008											
Physical Growth and Development	009											
Social-psychological Development	010											
Intellectual Development	011											
Creative Expression Development	012											03
Health and Nutrition of Children	013											
Safety and First Aid	014											
Child-rearing Practices	015											
Children with Special Needs	016											
Child Abuse	017											
Family Support Services	018											04
Child Support Services and Legislation	019											
Child Care Services	020											

*Please specify below the area(s)/course(s) you have included under 09.0199 "other":

3

Clothing and Textiles Concepts/Topics:

		01-COMPREHENSIVE HMKG.	02-CHILD DEVELOPMENT	03-CLOTH. & TEX.	04-CONSUMER EDUC.	05-FAMILY HEALTH	06-FAMILY RELATIONS	07-FOOD & NUTRITION	08-HOME MANAGEMENT	09-HOUS. & HM. FURN.	99-OTHER*	FHA ACTIVITIES	
Functions of Clothing	021												
Social, Psychological, Cultural and Environmental Aspects of Clothing	022												
Value, Interest and Attitude Expression Through Clothing	023												
Planning and Selection of Clothing	024												05
Care of Apparel	025												
Color, Line and Design	026												
Personal Appearance	027												
Fiber Characteristics	028												
Fabric Construction	029												
Fabric Finishes	030												06
Label Information	031												
Evaluation of Apparel Quality	032												
Alterations and Remodeling	033												
Selection, Use and Care of Equipment	034												
Pattern Alteration and Fitting	035												
Construction Skills	036												07
Pride in Workmanship	037												
Fashion and the Marketplace	038												
Special Clothing Requirements for Individuals, e. g., children, handicapped and aged	039												
Resource Use in Clothing Decisions	040												

*Please specify below the area(s)/course(s) you have included under 09.0199 "other":

Consumer Education and Management Concepts/Topics:

		01-COMPREHENSIVE HMKG	02-CHILD DEVELOPMENT	03-CLOTH. & TEX.	04-CONSUMER EDUC.	05-FAMILY HEALTH	06-FAMILY RELATIONS	07-FOOD & NUTRITION	08-HOME MANAGEMENT	09-HOUS. & HM. FURN.	99-OTHER*	FHA ACTIVITIES	
Values, Goals and Standards	041												
Decision Making	042												08
Resources, e. g., human/non-human, distribution of, conservation of	043												
Management Process, e. g., planning, organizing, implementing, evaluating	044												
Management Procedures/Practices, e. g., work simplification, organizing records	045												
Communication Skills	046												
Consumer Rights and Responsibilities	047												
Financial Planning, e. g., budgets, assets, savings, investments	048												09
Consumer Buying	049												
Credit	050												
Insurance	051												
Taxes	052												
Pricing, e. g., unit pricing, product coding	053												
Advertising	054												10
Labels, Warranties, Guarantees	055												
Packaging	056												
Relationship between the Consumer and the Economy, e. g., supply and demand, inflation and recession	057												
Marketing, e. g., retail outlets, wholesale, discount, mail order	058												
Consumer Problems, e. g., deception, fraud	059												
Consumer Resources, e. g., governmental, non-governmental	060												

*Please specify below the area(s)/course(s) you have included under 09.0199 "other":

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Family Relationships Concepts/Topics:

		01-COMPREHENSIVE HMKG.	02-CHILD DEVELOPMENT	03-CLOTH. & TEX.	04-CONSUMER EDUC.	05-FAMILY HEALTH	06-FAMILY RELATIONS	07-FOOD & NUTRITION	08-HOME MANAGEMENT	09-HOUS. & HM. FURN.	99-OTHER*	FHA ACTIVITIES
Self Concept	061											
Attitudes and Emotions	062											
Basic Needs	063											
Values and Goals	064											
Characteristics Basic to Relationships, e. g., cooperating, understanding, compromising	065											
Human Sexuality	066											
Domestic Violence and Human Abuse	067											
Changing Roles of Individuals in Families and Society	068											
Problem-solving/Decision-making	069											
Family as a Stabilizing Unit in Stress and Crisis	070											
Mate Selection	071											
Life Styles	072											
Expectations/Realities of Relationships	073											
Laws and Regulations Affecting Families	074											
Readiness for Serious Commitments, e. g., career, marriage, parenthood	075											
Functions of the Family	076											
Life Cycle	077											
Varying Family Structures	078											
Communication and Interaction Skills, e. g., active listening, positive feedback, resolving conflict	079											
Multiple Roles of Family Members	080											

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*Please specify below the area(s)/course(s) you have included under 09.0199 "other":

Food and Nutrition Concepts/Topics:

		01-COMPREHENSIVE HMKG.	02-CHILD DEVELOPMENT	03-CLOTH. & TEX.	04-CONSUMER EDUC.	05-FAMILY HEALTH	06-FAMILY RELATIONS	07-FOOD & NUTRITION	08-HOME MANAGEMENT	09-HOUS. & HM. FURN.	99-OTHER*	FHA ACTIVITIES	
Food Guide, e. g., Basic 4	081												
Nutrients and their Sources	082												
Functions of Nutrients in the Body	083												
Planning for Individual and Family Nutrition	084												15
Food Habits and Health	085												
Nutrition throughout the Life Cycle	086												
Reliable Sources of Nutrition Information	087												
Special Food Requirements for Individuals, e. g., children, aged, special diets, pregnancy	088												
Weight Control	089												
Influences of Family Values and Customs on Food Patterns	090												16
Fads and Fallacies	091												
Safety and Sanitation in the Kitchen	092												
Factors Involved in Food Planning, e. g., nutritional needs of family, family values and goals, costs, time and energy	093												
Alternative Daily Food Patterns, e. g., number of meals, snacks, meals away from home	094												
Food Preparation	095												
Convenience Foods	096												17
Planning and Organizing for Buying Food, e. g., shopping lists, use of advertisements and specials, seasonal foods	097												
Managing the Food Budget	098												
Labeling and Food Standards	099												
Practices Related to Preserving Nutritive Value of Food in Marketing, Preparation, Preservation and Storage	100												

*Please specify below the area(s)/course(s) you have included under 09.0199 "other":

Housing/Home Furnishing/Equipment Concepts/Topics:

		01-COMPREHENSIVE HMKG.	02-CHILD DEVELOPMENT	03-CLOTH. & TEX.	04-CONSUMER EDUC.	05-FAMILY HEALTH	06-FAMILY RELATIONS	07-FOOD & NUTRITION	08-HOME MANAGEMENT	09-HOUS. & HM. FURN.	99-OTHER*	FHA ACTIVITIES	
Function of Housing, e. g., shelter; physical, social and psychological needs	101												
Influences of Housing on Individuals and Families, e. g., self-concept, social status, communication, interaction	102												18
Factors Influencing Housing Decisions, e. g., human, environmental, energy requirements, social, economic conditions, and policies of local government regarding police, fire, schools	103												
Types of Housing, e. g., single family dwelling, apartments, mobile homes	104												
Choosing, Locating and Evaluating Housing, e. g., rural vs. urban, new vs. existing, public vs. private transportation	105												
Legal Aspects of Housing, e. g., zoning, leases, contracts, insurance	106												
Financial Factors Related to Renting, Buying, Building, Relocating	107												
Relationship between Housing Selection, available Resources, Priorities of Values and Goals and the Decision-making Process	108												19
Adapting Housing for Individual and Family Needs, e. g., various stages of life cycle, special needs of family members	109												
Selection, Maintenance and Care of Housing, Furnishings and Equipment	110												
Aesthetic Aspects of Home Furnishings, e. g., art and design principles	111												
Housing Conservation through Renovation and/or Restoration	112												
Evaluation of Quality of Interior, Exterior and Mechanical Features of Housing	113												
Factors Influencing Furnishing Decisions, e. g., family life style, costs, quality, preference	114												20
Factors Influencing Furniture Arrangement, e. g., traffic patterns, principles of balance and placement	115												
Factors Influencing Equipment Decisions, e. g., energy requirements, costs, preferences	116												
Citizens' Responsibility to Community regarding Housing, e. g., maintenance, grounds care, local government	117												
Storage	118												
Safety in the Home	119												
Housing in the Future	120												

*Please specify below the area(s)/course(s) you have included under 09.0199 "other":

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For recording purposes please complete the following:

Name of school building _____

Address of school _____

Zip Code

School District or Region or System or County _____
(Circle appropriate reporting unit) (name)

Number of Vocational Consumer and Homemaking teacher(s) in your school _____

Please provide the following information for each teacher:

	Total Years Taught Vocational Consumer and Homemaking (not including present year)
Teacher #1	
Teacher #2	
Teacher #3	
Teacher #4	
Teacher #5	

Add more lines if needed.

Please indicate on the form below the student enrollment (include grades 9-12 only) in the Vocational Consumer and Homemaking program in your school. Please use enrollment figures for the entire 1978-79 school year. We recognize that this will be a "duplicated" count, e.g., a student may be enrolled in more than one Consumer and Homemaking class per term and therefore would be counted more than once.

	SUBJECT AREA/COURSES	ENROLLMENT MALES	ENROLLMENT FEMALES
09.0101	Comprehensive Homemaking		
09.0102	Child Development		
09.0103	Clothing and Textiles		
09.0104	Consumer Education		
09.0105	Family Health		
09.0106	Family Relations		
09.0107	Food and Nutrition		
09.0108	Home Management		
09.0109	Housing and Home Furnishings		
09.0199	Other*		

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*Please specify the area(s)/course(s) you have included under 09.0199 "other" on the lines provided.

Please check to see that you have responded to all items.

Thank you for your cooperation!